

Loreto Secondary School, Wexford



PME (Student Teacher) Policy

PME/Student Teacher Placement Policy:

Mission Statement

Truth, freedom, justice, sincerity and joy – as relevant today in Loreto, Wexford as for Mary Ward in 1609.

Loreto Secondary School, Wexford recognises the need for the next generation of teachers to be facilitated in their training, and as such is willing to be part of that process, within the parameters of this policy, as approved by the Board of Management of Loreto School. Wexford.

Rationale

This policy endeavours to ensure that the appropriate procedures are in place to enable the school:

- To support the PME/student teacher in an open and transparent manner consistent with the ethos of the schools and legislative requirement.
- To put in place a framework which will ensure effective and productive relations between a PME/student teacher and the school community.

Aims and Objectives

- To welcome PME students into the school community as trainee professionals.
- To provide PME students with meaningful opportunities to develop their teaching skills.
- To ensure PME students understand and adhere to the ethos, values, and policies of Loreto Wexford.
- To allow PMEs the opportunity to observe classes.
- To maintain the highest standards of teaching, learning, and pupil welfare during placement.

2. Selection of PME Students

- PME students wishing to complete their placement in Loreto Wexford must apply in writing to the Principal/Deputy Principal.
- Applications should include a CV, cover letter, and details of university placement requirements.
- Loreto Secondary School, Wexford should be advised of any vetting procedures that the Higher Education Institutions have carried out before the student teacher commences in Loreto Secondary School, Wexford. It is the responsibility of each student teacher to have their vetting confirmed by their Teacher Training College, before a school placement commences.
- Loreto Secondary School, Wexford reserves the right to cancel a placement if the Board of Management feels it appropriate.
- Shortlisted applicants will be invited to interview.
- The interview will be conducted by the PME Coordinator together with the Principal or Deputy Principal.
- Selection will be based on subject suitability, availability of cooperating teachers, and alignment with the ethos and expectations of the school.

- All requests for observation hours and teaching placement hours must be submitted via the PME coordinator. Final decision on observation hours and teaching placement will be made by the PME coordinator and the Principal/Deputy Principal after consultation with relevant departments.
- Successful applicants will be notified in writing and provided with details of their placement.

3. Induction and Orientation

- Induction will take place during the first week of the school term. PMEs will meet with PME Coordinator and cooperating teachers to finalise timetables. Details of the induction will be sent out in mid-August.
- PME students will attend an induction meeting with the PME Coordinator/Principal/Deputy Principal.
- They will be provided with a copy of key school policies (Child Protection, Code of Behaviour, Anti-Bullying, ICT Acceptable Use, Health & Safety).
- PME students will be introduced to their subject departments and cooperating teacher.

4. Roles and Responsibilities

PME Students are expected to:

- Familiarise themselves with the Codes of Professional Conduct for Teachers, published by the Teaching Council (2007) and drawn up in accordance with the Teaching Council Act 2001.
- Always act professionally and be punctual for all classes, duties, and meetings.
- Prepare and deliver lessons in consultation with their cooperating teacher(s).
- Maintain accurate lesson plans and resources for inspection by cooperating teachers, school management, or university supervisors.
- Respect the ethos of the school and uphold its policies.
- Safeguard the welfare of students, in line with the school's Child Protection Policy and national legislation.
- Participate fully in school life, including staff meetings (where appropriate), extracurricular activities, and duties.

Cooperating Teachers are expected to:

The cooperating teacher has ultimate responsibility for the class to which the student teacher has been assigned. As such cooperating teachers will be expected to:

- Arrange to meet the student teacher regularly to assess progress. Observe the student teacher in classes throughout the school year, use the Observation Form to provide feedback to the student teacher (Appendix 1).
- Give information on subject curriculum.
- Explain how to access subject department resources.
- Advise on teaching methodologies, schemes and methods of assessment.
- Advise on strategies to support pupils with particular needs.
- Ensure knowledge regarding responsibility for disciplinary and pastoral matters and all school policies.
- Attend Parent Teacher Meetings for classes taught by the student teacher

- The cooperating teacher can meet the parents with the student teacher, or the cooperating teacher can meet the parents on their own.

PME Coordinator is responsible for:

- Organising the induction and orientation programme.
- Acting as the main point of contact for PME students, cooperating teachers, and university supervisors.
- Monitoring PME students' progress and addressing difficulties that arise.

6. Professional Conduct

- PME students are considered role models and must maintain the same standards of conduct as fully qualified teachers.
- Confidentiality must be always respected.
- The use of mobile phones or social media during class time is prohibited.
- PME students should dress appropriately and in line with the professional standards of the school.

7. Attendance and Absence

- PME students must notify the school promptly if they are unwell or unable to attend. Contact should be made with their cooperating teacher at the earliest opportunity.
- Absences must also be reported to their university tutor in accordance with university regulations.
- Consistent punctuality and reliability are essential.

8. Feedback and Evaluation

- PME students will receive regular feedback from host teachers and may request formal review meetings.
- University supervisors will liaise with the PME Coordinator and host teachers as appropriate.
- PME students are encouraged to engage in reflective practice and self-evaluation.

9. Challenges and Difficulties

- Concerns regarding performance, conduct, or professionalism will be addressed promptly.
- Where issues cannot be resolved informally, the PME Coordinator will liaise with the Principal and the student's university.
- Serious breaches of conduct may result in termination of placement.

10. Continuing professional development for staff involved in supporting/ facilitating student teacher placement.

The Board of Management and the school's senior management are committed to promoting and facilitating the participation of school staff in continuing professional development programmes essential to ensuring the successful operation of student teacher placement in the school.

11. Timetable for review

This policy will be reviewed periodically.

12. Ratification and Communication

Date of ratification by the Board of Management: 9/2/26

John Mc Ginnity

John Mc Ginnity, Principal and Secretary to the Board of Management.

Edward Lyons

Edward Lyons, Chairperson, Board of Management.

Cooperating Teacher Observation Sheet

Student Teacher:

Class:

Topic:

Observing Teacher's focus for the lesson: (Choose one)

Teaching and Learning

Resources

Structure of Lesson

Assessment

Planning

Areas of Achievement
Areas for Development
Agreed target for next lesson